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ABSTRACT

This guide, prepared for the Department of the Army, presents fundamental information and basic techniques for the conduct of Performance Counseling by instructors, tactical officers, and other personnel who may be required to appraise the performance of students and to communicate the results of their appraisals to students. The purpose of Performance Counseling is to improve the performance of a student or to maintain an already existing desirable level of performance. This paper presents guidelines for appraising the student's performance and for conducting the Performance Counseling interview. (Author/HMV)

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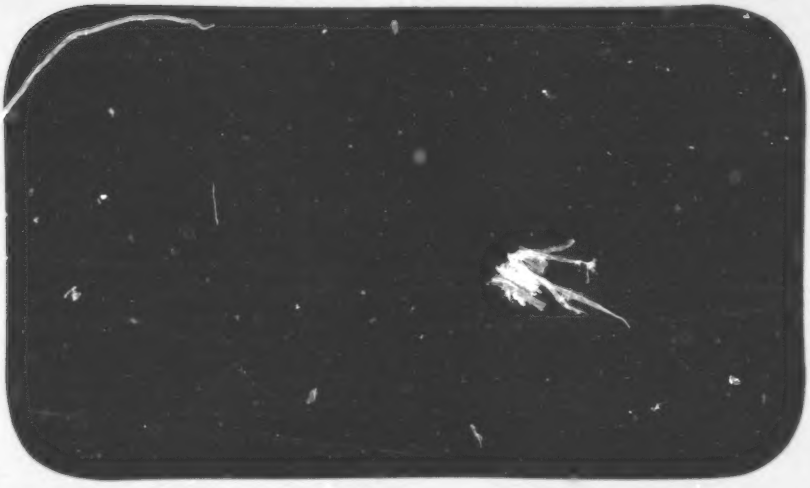

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CONSULTING REPORT

INSTRUCTOR'S GUIDE TO PERFORMANCE COUNSELING

Joseph A. Olmstead

July 1967

This Consulting Report has been prepared to provide information to the requesting agency on the results of Technical Advisory Service. It does not necessarily represent official opinion or policy of either the Human Resources Research Office or the Department of the Army.

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INSTRUCTOR'S GUIDE
TO PERFORMANCE COUNSELING

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I. INTRODUCTION

1. Purpose of Guide

a. This guide presents fundamental information and basic techniques for the conduct of Performance Counseling by instructors, tactical officers, and other personnel who may be required to appraise the performance of students and to communicate the results of their appraisals to students.

b. It is recognized that, in actual practice, restrictions in time, space, and trained personnel may impose less than ideal conditions for good Performance Counseling. However, in this guide, techniques for obtaining the best results will be described in order that the reader may compare his practices with optimal techniques and can strive toward improvement as conditions permit.

2. Purpose of Performance Counseling

a. The purpose of Performance Counseling is to improve the performance of a student or to maintain an already existing desirable level of performance. This is accomplished through appraisal (observation and evaluation) of a student's performance and communication of that appraisal to him in a manner such that he will know what he can do to improve or maintain his performance and will be motivated to do so.

b. For best results, every action of the instructor in appraising performance and in counseling students should be governed by the above purpose. Especially during the counseling interview, everything the instructor does should be calculated to help the student obtain an accurate understanding of his performance and to motivate him to achieve satisfactory levels of performance.

3. Requirements for Learning

a. Military training involves learning. For learning to occur, a student needs a high level of motivation, knowledge of the performance objectives to be achieved, knowledge of his current performance in comparison with desired performance objectives, and knowledge about how he can improve.

b. Both motivation and knowledge are partly the result of personal characteristics of individual students. However, both are, in large part, also the results of conditions created by the instructor. With regard to those conditions under the control of the instructor, among the main requirements for motivation and knowledge are:

(1) Accurate appraisal of performance.

(2) Clear and understandable communication of the appraisal to the student.

(3) Mutual agreement on performance areas where problems exist.

(4) Concrete suggestions for improving performance.

c. The first requirement is fulfilled through the Performance Appraisal. The second, third, and fourth requirements are accomplished through the Counseling Interview.

d. Each of these activities will be discussed separately in following sections of this guide.

II. PERFORMANCE APPRAISAL

1. Purpose of Performance Appraisal

a. The purpose of performance appraisal is to determine as accurately as possible the extent to which a student executes a task, assignment, mission, etc., in comparison with some objective and/or standard of proficiency.

b. It should be emphasized that performance appraisal is concerned with evaluation of the behavior or actions of the student and not with diagnosis of his character, suspected attitudes, or other personal attributes. Actions can be observed and evaluated. It is almost impossible for the average individual to accurately assess the character of another person in any meaningful way. Furthermore, discussion of personal traits with an individual usually does nothing but generate defensive hostility and rarely serves a useful purpose. Accordingly, performance appraisal and the subsequent counseling interview should be restricted to evaluation and discussion of observed actions.

2. Elements in Appraisal

a. Performance objectives. Appraisal involves comparing the performance of a student against requirements for satisfactory performance in the task. For most current military training, Student Performance Objectives (SPO) will have been developed for each segment of the course. Where such objectives exist, they should be used as the standard against which actual performance is compared. Ideally, the SPO's will describe (1) the performance required, (2) the conditions under which the performance will be demonstrated, and (3) the

standards of speed, accuracy, etc., required. Where objectives are so stated, it is a simple matter to describe the student's performance in similar terms and to make a comparison to determine how well he met the objectives. If SPO's have not been developed, it will be necessary for the instructor to devise his own objectives. Here, the essential question is "What elements of performance are required for satisfactory accomplishment?"

b. Performance standards. Whereas performance objectives state what actions are required, performance standards tell how well the actions should be executed. If SPO's are available, they should include statements about the standards of speed, accuracy, etc., required. If SPO's are not available, the instructor must answer for himself the question, "What level of performance is required for satisfactory accomplishment of the task under observation?" The instructor must then determine how well the student performs in comparison with the standard level of performance and how he could improve his performance.

3. Suggested Sequence of Appraisal

The following is a suggested sequence to follow in Performance Appraisal:

(1) Review the relevant Student Performance Objectives for the task to be observed.

(2) Placing emphasis on actions and/or results, appraise the student's performance on each element of the task. Determine whether he meets, exceeds, or falls short of the performance standards on each element.

(3) With respect to each element, try to note and recall as many specific instances as possible, avoiding generalized impressions.

(4) Evaluate the student against the performance objectives and standards, not against other people.

(5) Develop a list of those items where performance is satisfactory or better and a list of items on which improvement is needed.

(6) From the two lists and your knowledge of the situation, try to understand why the student performed as he did.

(7) Develop concrete suggestions concerning how the student can go about improving weak areas of performance. What specifically can he do to improve?

(8) Bring the piecemeal analysis into final focus by means of a summary statement about the student's present performance level.

III. THE COUNSELING INTERVIEW

1. Definition and Purpose of the Performance Counseling Interview

The Performance Counseling Interview is a face-to-face communication process between an instructor and a student in which the instructor uses the process in an orderly fashion to communicate the results of a Performance Appraisal to the student in such a way as to influence the future performance of the student. Thus, the purpose of the interview is to communicate the results of an appraisal such that the student will know how he performed and how he may improve his performance. An additional purpose is to motivate the student to maintain good performance and to improve where needed.

2. Objective of Counselor

The objective of the counselor should be to communicate with understanding. He should convey the results of the appraisal o the student so that the student achieves maximum understanding of the nature of his performance and how it can be improved. Every action of the counselor during the course of the interview should be carried out with this objective in mind.

3. Skills Required for Interviewing

a. Observational skills. The counselor must see the interviewee as well as listen to him. Observation of the student's actions during the course of the interview will tell the counselor whether the student understands what is being told to him, whether he accepts what is being told to him, what parts are not clear, etc. Information about these kinds of things will help the counselor to know what points to elaborate, what to follow-up, and what to emphasize.

b. Communication skills. The counselor should be able to communicate clearly, concisely, and without "beating around the bush." Elaborate words are not necessary; however, the counselor must be able to get the results of his appraisal across to the student in terms that the student can understand.

c. Flexible control. (1) Successful counseling calls for sensitive and flexible use of a variety of interviewing techniques by the counselor. It is not enough that the counselor use good English or that he merely read off a list of points for improvement. He must be able,

in addition, to manipulate the course of the interview so that the student will be motivated to participate in a manner most likely to bring about understanding and accomplishment of the counselor's objectives.

(2) Techniques for controlling the interview with flexibility include such varied procedures as giving instructions, remaining silent, administering rebukes, clarifying misunderstandings, and so on. The skillful counselor will be practiced in using a variety of such forms and will be alert to the indications for or against their use at any particular point in the interview.

4. Pitfalls in Counseling

a. Personal bias. The interview may fail if the counselor is either favorably or unfavorably prejudiced toward the student. Personal bias reduces the objectivity of the interview. Accordingly, if the counselor either dislikes or likes the student excessively, he may not communicate the results of the appraisal accurately and may have an unfavorable influence upon the motivation of the student.

b. Pseudo-science and amateur character analysis. The application of unsubstantiated beliefs about reasons for failure and of amateur character analysis has no place in performance counseling. Discussion should be strictly in terms of the actions of the student and not of attitudes, personal characteristics, etc.

c. Stereotyping. This involves making judgments about people on the basis of presumed physical or group characteristics which may not have a basis in fact. For example, a stereotype would be the judgment that all big people are slow, or that all fat people are not strong, or that some types of people are lazy, etc. Judgment should be made about a student only on the basis of his observed behavior and not in terms of presumed physical, racial, or other characteristics which may or may not have a basis in fact.

d. Rigid counseling methods. This involves using the same counseling methods with all people. Some individuals will react best to one method and others will react best to other methods. The good counselor adapts his behavior to the individual during the course of the interview. One set style of counseling behavior can be dangerous.

e. Loss of personal control. The reactions of some students may cause difficult problems for the counselor. However, the counselor should never let his emotions govern his behavior. When he loses personal control, the counselor loses control of the interview.

5. Preparation for the Interview

a. Advance notification. Whenever possible, the student should be notified in advance of the time of the interview. This permits him to think about his performance and to be prepared to discuss it.

b. Allotment of time. Sufficient time should be allotted for the interview so that neither the counselor nor the student will feel rushed. While it is recognized that the large numbers of personnel to be interviewed may place restrictions on the amount of time allotted, every effort should be made to allow plenty of time. No interview can be completely successful if the participants feel rushed.

c. Planning. A general plan of action for conduct of the interview should be developed. However, since flexibility is imperative in counseling, a highly detailed plan is not advised. For a general interviewing plan, the counselor needs to have his objective clearly in mind. He should review all background information, with particular emphasis upon the Performance Appraisal. Then, he can develop a general plan for conducting the interview. This will mainly involve deciding upon the sequence of the items he wishes to discuss and the point which he wishes to make about each item.

d. Physical setting. The place where the interview is to be conducted is extremely important. An uncomfortable or disturbing physical setting causes distractions and reduces the motivation of the student to actively participate in the interview. At a minimum, there should be sufficient space for the counselor and the student to sit comfortably. Lighting should be sufficient, but not so bright that the student feels he is being subjected to a "third degree." Ideally, the room should be free from noise. Care should be taken so that there will be no interruptions during the course of the interview. Privacy is essential, both to prevent distractions and to maintain the atmosphere of confidentiality.

e. General atmosphere. The counselor should endeavor to create as informal an atmosphere as possible. This means that the student should be allowed to sit, smoke, and freely discuss the items with the counselor. High levels of formality are not conducive to good motivation during the interview.

6. Conduct of the Interview

a. Manner of the counselor. (1) The counselor's manner is as important as his appearance. It is through his manner that he first gives the student an impression of his competence. Thus, the counselor will want to cultivate an air of confidence, while avoiding an attitude

of overconfidence or "cockiness." He will try to appear to be objective in approach while steering clear of appearing to be either indifferent or unduly emotional. In general, the counselor should seem calm, alert, flexible, and friendly.

(2) The counselor should create the impression that he has time for the interview and that he considers it highly important.

(3) Throughout the interview, the counselor should place primary emphasis upon development and learning for the student. The counselor must insure that the student feels that the interview is a constructive, cooperative experience. Evaluation, ratings, and recording of evidence should be minimized. The counselor should avoid implications that the interview is or could be used for disciplinary or other evaluative purposes.

(4) The counselor should be open-minded to the opinions and facts presented by the student. The counselor does not have to accept them unless they have validity, but he should be willing to listen to them.

(5) The counselor should not dominate or cross-examine. He should avoid argument. He should listen - listen attentively as well as politely. He should listen to sift the important points from the details, to separate facts from opinions, to identify information, and to know when information is presented as such and when it is being used by the student to persuade or influence the counselor toward the student's own purposes.

(6) It should be remembered that the student must do most of the talking at certain points in the interview: in bringing his views to the surface and to the counselor's attention; in getting a better understanding of his performance; and in making plans for self-improvement.

(7) Each time the counselor speaks he is attempting to accomplish something. The words he chooses and the manner used to communicate them should be selected in terms of the objective. Likewise, they should be selected with recognition of the amount of impact they will probably have.

b. Opening the interview. (1) The opening few minutes are probably the most critical phase of the interview. The opening phase is important because it is during this time that the stage is set and the atmosphere is created for the entire remainder of the interview. Accordingly, the objective of the counselor during this opening phase should be to establish a relationship with the student in which both will feel reasonably at ease.

(2) From the outset, the counselor should attempt to relieve any tension and make the student feel at ease. He can do this by showing acceptance of the student and his inexperience, letting the student feel that his views are important, and that the counselor is interested in hearing and discussing them.

(3) At this time, the counselor can explain the objectives of the interview. He should make clear that the purpose is to help the student learn about his performance and how he can improve. The counselor should invite the student to raise questions and to introduce his own problems. The counselor might point out that his interest is in helping the student to perform better and to satisfactorily complete the course.

(4) As soon as possible, the counselor should get the student to talking.

c. Discussion of performance. (1) Throughout the discussion of performance, the counselor should attempt to create the impression that he believes the student wants to perform well. The counselor should take the attitude that he is informing the student of something that the student will want to know about.

(2) Throughout the discussion of performance, the counselor should guide the interview, however, the guiding should be done inconspicuously. For example, without being too forceful, the counselor can invite the student back from detours, escapes, fruitless conversation, etc., by the use of brief questions.

(3) In almost every instance, the counselor should allow for "face-saving." This means that the counselor, by the force of his authority, should not push the student into a position from which he cannot retreat without embarrassment. This point is important because an assault upon the personal integrity of the student drastically reduces his motivation.

(4) Throughout the discussion of performance, the counselor should cite specific instances and examples wherever possible. He should avoid broad general statements about the student's performance unless he can substantiate this with specific examples.

(5) Favorable points of performance should be told first. This creates a more positive motivation with the student and makes him less resistant to the later points for improvement.

(6) In critiqueing performance, it is more useful to talk about "points for improvement" than about "deficiencies" or "what was wrong."

in discussing points for improvement, the counselor should avoid implications of criticism and should not accuse. He should avoid sarcasm or humor at the expense of the student. It should be remembered that the student has more at stake than the counselor and, accordingly, he may take the interview more seriously than the counselor.

(7) In discussing points for improvement, it is not sufficient to merely point out the deficiencies. In addition, wherever possible, for each deficiency there should be a suggestion as to how to improve.

(8) Under no circumstances should the counselor allow himself to be trapped into an argument with the student.

(9) The counselor should avoid ticking off a list of deficiencies. After each point is covered, the student should be allowed to discuss it and the issue should be resolved before moving to the next point.

(10) In discussing each point of performance, it should be remembered that understanding by the student is the primary objective of the counseling interview. Accordingly, the counselor must be careful to explain the performance deficiencies in concrete terms. Furthermore, he should continue the discussion of the particular point until he is satisfied that the student understands.

(11) If the overall performance of the student is poor or if, in the course of the interview, the student does not appear to accept the counselor's observations as valid, it may be necessary for the counselor to determine whether the student understands the performance requirements. When this occurs, the counselor should review the Student Performance Objectives with the student and insure that the type and level of performance required is clearly understood. Here, it is not sufficient to merely tell the student. The counselor should question and explore until he is satisfied that the student knows and understands precisely what performance is required.

d. Exerting influence. (1) In attempting to motivate the student and to get him to improve his performance, the counselor is, in effect, attempting to influence the student. Influence attempts may take many forms and, in the course of an interview, a counselor may need to use several or all of the forms, depending upon the course taken by the interview and by the behavior of the student during the interview. Following is a list of some of the various forms of influence that a counselor might use:

(a) Mapping alternatives. The counselor suggests a number of alternative actions that the student might take. The decision as to which alternative should be chosen is left entirely to the student.

(b) Recommending. The counselor recommends a certain course of action. Whether the student takes the recommended action is still left to him.

(c) Advising. This is a somewhat stronger form than "Recommending." Here, the counselor advises the student that it is in his best interests to take a given course of action. However, there is still no suggestion of command or threat involved.

(d) Persuading. The counselor attempts to persuade the student that a given course of action is in the student's best interests. The counselor attempts to "sell" the student on taking a certain course of action.

(e) Urging. This is the strongest form of persuasion without resort to authority. The counselor exerts every effort to convince the student that he should take a given course of action. However, there is still no suggestion of a command or threat.

(f) Commanding. The counselor orders the student to take a given course of action. No threat is made; however, there is no possibility of the student misunderstanding that a command is involved.

(g) Threatening. This is a command with the consequences for disobedience clearly spelled out. This is an "either or" situation. The counselor commands the student to carry out a given course of action and promises a specific consequence if the order is not carried out.

(2) Which form of influence should be used will be determined by the amount of impact judged to be desirable by the counselor within the particular circumstances of the interview.

e. Suggestions for handling various reactions. Some specific suggestions for handling various reactions to the counseling interview are given below:

(1) The student accepts the counselor's appraisal and indicates a willingness to improve.

With the average student, the reaction described above will be the most common one. It will occur more often than all the other reactions mentioned hereafter. The student may express genuine surprise at some parts of the appraisal, but his response will be positive. The average student, when being counseled about his performance, is likely to ask for elaboration of any constructive criticisms. This

gives the counselor a chance to discuss the detailed points of performance, although it appears to the student that the information is in response to his own request.

(2) The student can't agree with the counselor's appraisal or the constructive criticism; however, he disagrees constructively and unemotionally.

The counselor should be prepared to expect some disagreement based upon differences in personality and in perception of the situation. Such disagreement should not handicap communication between the counselor and the student. No one completely agrees with any person. Full agreement is impossible and unnecessary. The counselor should listen carefully to learn why the student does not agree. The counselor should check his facts and his critique. If the counselor is convinced that his appraisal has been correct and that he has communicated it to the student correctly, he can then state calmly and without emotion that this is his (the counselor's) evaluation of the situation and that he is giving it to the student because he believes the student will want to know about it.

(3) The student agrees completely and almost too easily. The counselor suspects the student does not understand or is reserving his objections.

The counselor should restate the points for improvement, or, if deemed necessary, get the student to restate them. It is wise to insure that the student's agreement is a true agreement, that it is not a device for complimenting the counselor and thereby avoiding criticism. Some people use a device of easy agreement when criticized. The counselor should emphasize suggestions for improvement. He should get the student who appears to have accepted his evaluation to commit himself strongly about doing something regarding the improvement.

(4) The student avoids blame which is manifestly his, shifts the criticism to others - to his associates, to the counselor, or to official policy.

At the outset, the counselor should listen to the student rather than halting his recital. The counselor should speak and act so as to create the impression that he is impartial and fair-minded and wants the student to take only that responsibility which is his. Above all, the counselor should take care that the student's irrational conduct does not upset and annoy him. At any rate, the counselor should not let his words and actions convey his annoyance if he feels it.

(5) The student wants to quit. He appears to be a good man and the counselor would like to see him continue.

The counselor should find out why the student wishes to quit. He may not be too clear on this himself. Perhaps the emotional release he gets in reviewing his reasons will make the student less anxious to quit. The counselor should not be reluctant to reassure the man for his ability. The counselor should steer the conversation so that the student does not commit himself definitely to quitting and so that the student does not make statements so harsh that he will feel that he cannot back down if he later desires to do so.

(6) The student loses his temper. He becomes emotional, angry, or abusive.

The counselor should listen. He should not argue. At least in the beginning, he should not show disapproval. It may be that the man is under strain and will recover rapidly from his emotional display. If the student continues with his outburst, the counselor will then have to take the appropriate action as dictated by official policy.

(7) The student seems determined to argue. He denies most of the counselor's appraisal, evidence, and opinions.

The counselor should let the student talk freely. While he is talking, the counselor should try to find out what is really bothering the student. The counselor should thank the student for giving his point of view. The counselor should avoid being drawn into an emotional argument that might block or seriously delay an understanding. However, the counselor should not retreat. He should be certain that the student understands his point of view and his insistence upon it. The counselor should do this calmly, moderately, and without arguing. The counselor should close the interview tactfully.

(8) The student is obviously nervous and sensitive.

Apparently the counselor did not put the student at ease. The counselor should explain the purpose and constructive value of the counseling interview. While doing this, the counselor should talk in a friendly fashion and allow the student any opportunity to talk casually so that he may relieve some of his tension. The counselor should not talk about the student as a person - instead the conversation should be about the student's performance and/or his situation. The counselor should begin by referring to performance which the student has done well.

(9) The student is obviously failing in his performance.

The counselor should talk frankly and directly about the student's performance. It may be some shock to the student at first, but getting him to face the facts realistically may result in improvement, and if not, it may make his failury easier. If there is evidence that the student is not perfectly clear about his failures, they should be reviewed. If the student will receive further opportunities, clear suggestions for improvement should be made. The student should leave the interview with complete understanding of what will be necessary in order for him to improve.

(10) The student has been counseled on his performance several times previously, but he continues deficient in the same areas as before.

This case may require special effort and individual attention by the counselor. If the student has other promising attributes and if it is hoped that he can be salvaged, it is imperative that the causes of his difficulties be identified. If the student remains deficient after previous repeated counseling, the reason may be that the previously noted deficiencies were not accurately analyzed in the earlier counseling sessions. He may be deficient because of mental limitations, physical limitations, deficiencies in motivation, or because he is not clear either about what is required or about the techniques to be used in carrying out the performance. Mental limitations are the most difficult to identify; however, until definite proof exists to the contrary, it can be assumed that the process by which the student was selected is sufficiently accurate that mental limitations are not likely to be the cause. In performance tasks requiring dexterity, strength, endurance, or coordination, physical limitation may well be the cause. If this is suspected, such a possibility should be discussed with the student and, if possible, confirmed with medical personnel. It may be that the student does not possess the physical attributes necessary to satisfactorily complete the training. With regard to motivation, the instructor should carefully observe the student both during the student's performance and during the counseling interview. The counselor should be able to note some clues concerning the student's motivation. If the counselor becomes convinced that motivation is deficient, he should try to learn the cause. If the cause is legitimate, the instructor may be able to help the student overcome it and thus raise his motivation. On the other hand, the counselor will encounter a few individuals whose motivations are low because they do not like the training or because they never really desired to succeed in the course from the beginning. Since these individuals have been counseled on their performance before, now may be the time for them to be informed that they must either produce or fail the course. Finally, if motivation appears to be high, the instructor should once again review performance objectives, standards, and techniques with

the student to insure that the student understands what is required and how it should be accomplished. The major point is that there may be numerous reasons why a student is consistently deficient. To salvage a student who may otherwise be promising, careful exploration of potential causes is required.

7. Closing the Interview

a. When it is apparent that the purpose of the interview has been accomplished, the counselor should take steps to close the conversation and dismiss the student in a graceful manner. The interview should be closed when all points in the appraisal have been covered, when the student has had ample time to understand the appraisal, when suggestions for improvement have been discussed, and when the conversation is at a natural stopping point.

b. The counselor should summarize the appraisal in a general statement.

c. If any action is to be taken by the counselor, e.g., report submitted, records made, etc., the student should be so informed.

d. If time is critical and the student appears to want to continue a general discussion of his situation, the counselor should suggest that perhaps he can talk with the student further at a mutually convenient later time.

8. Interviewing Pointers

Annex A contains a summary list of interviewing pointers.

IV. SPECIAL RESPONSIBILITIES OF THE INSTRUCTOR

1. Responsibility to Inform the Student about His Performance

a. Occasionally, a counselor may feel reluctance to critique the performance of students, especially if the students are of higher rank than the counselor. It is helpful to recognize that performance appraisal is a matter of mutual rights and obligations on the part of both instructor and student.

(1) By virtue of his position, the instructor:

(a) Has a "right" and the authority to appraise performance.

(b) Has an obligation to inform students of appraisals and to discuss the results with them.

(2) Students:

(a) Have a "right" to know how they are performing.

(b) Have an obligation to try to profit from an appraisal of their performance.

2. Responsibility to Recognize the Potentialities of Interviewing Techniques

Because of the authoritative position occupied by the counselor, the student is at a disadvantage during the interview. If interviewing techniques are used maliciously, with the intention of tricking or trapping the student, or for the purpose of exerting pressure upon him, they can be exceedingly destructive to his motivation and, with some individuals, to his emotional balance. Accordingly, interviewing techniques should be used with care and professional responsibility.

3. Responsibility to Recognize the Limits of Competence

In the course of Performance Counseling, instructors may encounter individuals who appear to be undergoing serious personal problems, emotional disturbances, etc. Such matters are usually outside the competence of the counselor to handle. Although the counselor should be alert for signs of serious disturbances, he should resist the temptation to delve in personal and emotional problems. The necessary steps should be taken to refer the individual to appropriate sources where he can obtain professional assistance.

Annotated Bibliography

1. Bingham, W. V., and Moore, B. V. How to Interview (4th revised edition), New York: Harper and Brothers, 1959.

   This book is a general text on all types of interviewing. Although not specifically directed toward performance counseling, it contains many valuable pointers concerning how to make interviews more effective.

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   This pamphlet provides the fundamental information and basic techniques required for the conduct of all types of interviews in the Army. It contains some especially useful discussions of things to do and not to do.

3. Maier, N. R. F. The Appraisal Interview: Objectives, Methods, and Skills, New York: John Wiley & Sons, Inc., 1958.

   The author is a well-known authority on performance counseling in business. His book contains a comprehensive analysis of types of performance counseling interviews with comments and evaluations of each type.

4. Pashalian, S., Crissy, W. J. E., Siegel, A. I., and Buckley, E. P. The Interview: I. A Selectively Abstracted Bibliography, MRL Report No. 202, XI, no. 28, Washington, D. C.: Navy Department, Bureau of Medicine and Surgery, June, 1952.

   This is a useful bibliography of books and articles about interviewing. It contains annotations describing each item.

5. United States Civil Service Commission. Employment Interviewing, Personnel Methods Series No. 5., Washington, D. C.: United States Civil Service Commission, June, 1956.

   Although concerned mainly with the conduct of employment interviews, this book contains much useful information that can be used in performance counseling.

ANNEX A

INTERVIEWING POINTERS

1. Maintain informality.
2. Be at ease and try to overcome self-consciousness on the part of the student.
3. Use words suitable to the level of experience of the student.
4. Phrase questions so they can be easily understood.
5. Extend a friendly greeting.
6. Encourage the student to give detailed answers.
7. Be sincere.
8. Always be calm and undisturbed during the interview.
9. Don't ask for information you already know unless you want to check answers or behavior.
10. Give your undivided attention.
11. Be courteous and business-like.
12. Be sure you understand each statement of the student as you go along.
13. Keep appointments promptly.
14. Do not be too easily satisfied; be sure your questions are completely answered. But pursue the answers in a courteous manner.
15. Follow up clues given by the student in his statements.
16. Make the interview a two-way affair.
17. Never argue.
18. Review information about the student before the interview.
19. Do not hurry or rush.
20. Do not imply answers to your questions.

21. Be as frank as possible.

22. Let the student tell his story; then supplement it.

23. Stop! Look! Listen! Remember that everything the student does can tell something about how he is receiving the appraisal.

24. Don't jump from subject to subject. Wait until each has been fully covered.

25. Grant the student strict confidence, if possible, in reference to anything he should reveal about himself.

26. Record all relevant information at once or at the earliest opportunity.

27. Don't write continually during the interview.

28. Don't leave student hanging in air at end of the interview. Tell him definitely what your next step is going to be.

29. Adapt your conversation to the interviewee.

30. Use the student's name occasionally when you speak to him.

31. Do not "preach" in the interview.

32. Exercise your sense of humor.

33. Observe whether the student displays undue apprehension or emotion when he discusses his performance. This may tell you where he is having problems.

34. Make sure he understands the performance objectives and standards.